

Computers In
Business
SECTION 6

Entrepreneurship
Activities

ENTREPRENEURSHIP ACTIVITIES

Standard 0000-06

Objective 0601, 0602 & 0603

OVERVIEW: Students will define entrepreneur and entrepreneurship.

ACTIVITIES:

- Students will learn the following definitions:
Entrepreneur:
Someone who is takes a risk in starting a business to earn a profit.

Entrepreneurship:
The process of starting, organizing, managing, and assuming responsibility for a business.
- Students will identify the skills and characteristics of entrepreneurs.

View the following web sites:

<http://career.sdsu.edu/entre/ent1a.html>

<http://www.econedlink.org/lessons/index.cfm?lesson=EM155>

ENTREPRENEURSHIP ACTIVITIES

Standard 0000-06

Objective 0603

OVERVIEW: Students will learn about different entrepreneurs

ACTIVITIES:

- Students will use the Internet and explore different entrepreneurs and Inventors.
See attached scavenger hunt.

Name _____
Period _____

Entrepreneur Internet Scavenger Hunt

Activity: Go to the following sites and find the answers to the questions.

- A. <http://www.mcdonalds.com/corporate/info/history/index.html>
1. Did McDonalds invent the hamburger?
 2. Who had the idea of having McDonalds restaurants everywhere?
 3. What did he risk?
- B. <http://www.geocities.com/~gulfcoast/wakerfield.html>
1. Who invented chocolate chip cookies?
 2. Who decided to bring cookies to market in a new way? http://www.mrsfields.com/the_story/
- C. http://www.history.rochester.edu/Scientific_American/mystery/crum.htm
1. Who invented potato chips?
 2. Who brought them to market in other places?
- D. http://www.pbs.org/wgbh/amex/kids/flight/feature_wright.html
1. Who invented the airplane?
 2. Did they start an airline for consumers?
- E. <http://campus.northpark.edu/history/WebChron/Technology/AGBell.html>
1. Who invented the telephone?
 2. When?
- F. <http://sin.fi.edu/franklin/inventor/inventor.html>
1. Who invented the lightening rod?
 2. What else did he invent?

ENTREPRENEURSHIP ACTIVITIES

Standard 0000-06

Objective 0604

OVERVIEW: Students will evaluate whether they might be a good entrepreneur.

ACTIVITIES:

- Students will fill out a questionnaire to help them decide if they should be an entrepreneur.
See attached sheet.

Name _____
Period _____

SHOULD YOU BE AN ENTREPRENEUR?

Are you the type of person who can get a business started and make it go? Answering the following questions should help you decide. For each question, put a small check on the line by the answer (a, b, or c) that best says what you feel or comes the closest to it. **BE HONEST WITH YOURSELF.**

Are you a self-starter?

- ☐ a I do things on my own. Nobody has to tell me to get going.
- ☐ b If someone gets me started, I keep going.
- ☐ c Easy does it. I don't put myself out until I have to.

How do you feel about other people?

- ☐ a I like people. I can get along with just about anybody.
- ☐ b I have plenty of friends—I don't need anyone else.
- ☐ c Most people irritate me.

Can you lead others?

- ☐ a I can get most people to go along when I start something.
- ☐ b I can give the orders if someone tells me what we should do.
- ☐ c I let someone else get things moving, then I go along if I feel like it.

Can you take responsibility?

- ☐ a I like to take charge of things and see them through.
- ☐ b I take over if I have to, but I'd rather let someone else be responsible.
- ☐ c There's always some eager person around wanting to show how smart he/she is. I say let him/her do it.

How good of an organizer are you?

- ☐ a I like to have a plan before I start. I'm usually the one to get things lined up when others want to do something.
- ☐ b I do all right unless things get too goofed up. Then I quit.
- ☐ c I get all set and then something comes along and presents too many problems. So I just take things as they come.

How good of a worker are you?

- ☐ a I can keep going as long as I need to. I don't mind working hard for something I want.
- ☐ b I'll work hard for a while, but when I've had enough, that's it!
- ☐ c I get all set and then something comes along and presents too many problems. So I just take things as they come.

Can you make decisions?

- ☐ a I can make up my mind in a hurry if I have to. It usually turns out fine.
- ☐ b I can if I have plenty of time. If I have to make up my mind fast, I later think I should have decided the other way.
- ☐ c I don't like to be the one who has to decide things.

Can people trust what you say?

- ☐ a You bet they can. I don't say things I don't mean.
- ☐ b I try to be on the level most of the time, but sometimes I just say what's easiest.
- ☐ c Why bother if the other person doesn't know the difference.

Can you stick with it?

- ☐ a If I make up my mind to do something, I don't let anything stop me.
- ☐ b I usually finish what I start—if it doesn't get fouled up.
- ☐ c If it doesn't work right away, I quit. Why beat my brains out?

How good is your health?

- ☐ a I never run down!
- ☐ b I have enough energy for most things I want to do.
- ☐ c I run out of energy sooner than most of my friends seem to.

NOW, COUNT THE CHECKS YOU MADE FOR EACH ANSWER.

How many checks are there by the first answers (a) _____

How many checks are there by the second answers (b) _____

How many checks are there by the third answers (c) _____

If you placed most of your checks besides **a**, you probably have a lot in common with successful entrepreneurs and may have what it takes to start and run a business.

If most of your checks are beside **b**, you may be able to succeed with the help of a partner, preferably one with strengths where you have weaknesses.

If you chose **c** most often, you are probably not suited for being an entrepreneur.

ENTREPRENEURSHIP ACTIVITIES

Standard 0000-06

Objective 0603

OVERVIEW: Students will understand the risk involved when becoming an entrepreneur.

ACTIVITIES:

- Follow directions on Today's Quiz (see attached page)
Materials needed: deck of cards

TODAY'S QUIZ

Tell your class that today we are going to do something different for a grade. Give only these instructions:

Everyone will earn a "C" today just by being here. If you want an "A" or "B" you must take a risk. Here are your options:

1. Take a C – no risk
2. Earn a B by drawing a card with either a Club or Spade. If you don't draw a club or spade you get a D. To raise that D you must write a one-page paper on a successful entrepreneur.
3. To earn an A you must draw a club-any number is ok. If you do not draw a club you receive an F. Then to raise your grade to a C you must write a two-page paper on economics.

What will you do?

Have a student write names and grades of each class member on the whiteboard or the overhead. Give every student a chance to choose a card from the deck. Write down each grade next to the student's name (Ex. Mary chooses an A but draws a diamond – Mary's grade is an F, John chooses a B and draws a club-John's grade is a B, Katrina chooses a C). Then ask who was the highest risk taker? "A" (people of course) Some risk for "B" and No risk for "C". (This is a good way to introduce the concept of risk.) Using the following chart illustrates the amount of risk involved:

- | | |
|---|---------------------------|
| A | High Risk (1-4 chance) |
| B | Medium Risk (1-2 chance) |
| C | No Risk |
| D | Result of medium risk |
| F | Result of High Risk |

ENTREPRENEURSHIP ACTIVITIES

Standard 0000-06

Objective 0601, 0602, 0603, & 0604

OVERVIEW: Students will complete an entrepreneur project (in this activity students will show leadership, Reliability, punctuality, cooperation, and dependability).

ACTIVITIES:

- Teacher will explain Entrepreneur Project and how to follow a business plan
- Students will complete this activity in approx. 5 days working by themselves or in groups.
- The students will present their projects to the class on the last day of the project.

(Presentations could be incorporated in this project)

ENTREPRENEUR PROJECT

Name _____

Other group members: _____

DIRECTIONS: Individually or in groups of two or three, you are going to form a new business. The type of business is YOUR CHOICE! The list is endless.
EX.: Computers, Sales, Clothing, Shoes, Food, Cars, Motorcycles, Tapes, CD's, Electronics, etc.

1. What type of business will you start? _____

Select a name for your business. Remember to think of a name that people will remember and trust. *Use a separate piece of paper for this assignment.* You may use a Desktop Publishing program.

50 pts. _____

2. **Design a company logo.** A logo is a symbol that will represent your company. Look at some examples of logos in your classroom. Logos should be simple and clean in design. You may use words but be brief if you do. **Use a separate piece of paper to draw your logo. POINTS GIVEN FOR CREATIVITY!**

50 pts. _____

3. **Prepare a classified ad** to enable you to set up interview to hire new employees. Look at examples in the newspaper. *What sort of employees will you hire? What skills should they possess? This ad should be typed on a separate piece of paper.*

50 pts. _____

4. **Design an appropriate letterhead for your company.** You may use the school's address/phone number or make one up. A Desktop Publishing program will help you do this assignment. You may include an appropriate graphic. It is up to you.
(Perhaps you want more than one graphic.)

50 pts. _____

5. **Collect ads from the classified section of the newspaper or magazines for specific items you will need to start your business.** Examples of needed items include: furniture, computers, office supplies, items specific for your type of business. Five points will be given for each item up to a total of 50 points.

LABEL THIS PAPER: Items Needed to Start Business

50 pts. _____

6. **Plan a Grand Opening.** You may find pictures or draw items needed for your grand opening. How would you advertise this event? Write a plan and include promotional give aways—balloons, pens, coupons, etc. or you may make a Grand Opening Flyer. This choice is yours—use the computer.

LABEL THIS PAPER: Grand Opening

50 pts. _____

7. Each group member will explain why you think your business will be successful. This must be at least a half page in length and typewritten. You may use the computers. You must use complete sentences and correct grammar. Spelling counts! **DO ALONE**—do not copy or share with your group!

100 pts. _____

8. **Personal Evaluation Sheet.** See attached sheet for the specific instructions for this section.

80 pts. _____

9. **Oral Presentation to class.**

50 pts. _____

HAND IN ALL WORK AT THE END OF THE ALLOTTED TIME! Your teacher will give you a folder for the completed assignments. Be sure that your name is on every sheet you hand in so that you will **RECEIVE CREDIT**. Organization is important in business. Please make sure your work is in the correct order.

TOTAL POSSIBLE POINTS: 550 PTS.

Name_____

PERSONAL EVALUATION SHEET

After completing the final project each person must complete the following evaluation sheet.

1. Did you enjoy working in your group or did you enjoy doing all the work yourself? _____
Why or Why not?

15 pts. _____

2. What items did you complete by yourself in your group? (If you were alone, what items did you enjoy completing the most?)

3 pts. _____

3. Did everyone in your group contribute? _____

2 pts. _____

4. What specifically did you learn about starting a business? Two points given for each specific item up to 10 points.

A.
B.
C.
D.
E.

10 pts. _____

5. List five characteristics that an entrepreneur should have and explain what each means.

A.
B.
C.
D.
E.

25 pts. _____

6. Write a paragraph explaining what the risks and rewards are for an entrepreneur (use the back of this paper if necessary):

25 pts. _____

What will you do first:

PLAN

Decide what items you need to bring from home to complete all the sections of this assignment. Suggestions: classified ads, magazines, paper (plain and lined), markers or colored pencils might be helpful, etc.

Set up a work schedule:

Ex:

- | | |
|-------|--|
| Day 1 | Read directions carefully. Ask Questions! Decide what activities you will do on which days. What supplies will you need for tomorrow? |
| Day 2 | Complete 1, 2, and 3. Look over 4, 5, and 6. Determine if you will need any special supplies or books. |
| Day 3 | Complete 4, 5, and 6. Look over 8. |
| Day 4 | Complete 8 |
| Day 5 | Complete 9. Remember that each group member needs to complete 7 & 8 by themselves. You may need to do this at home and type or use the computers in class. Also, plan your oral presentation for tomorrow. Who in your group will talk? All of you may or just one—it's up to you. It is strongly suggested that you practice in front of your group to make a more cohesive presentation. |

THIS PROJECT IS WORTH 550 POINTS! PLANNING WILL HELP YOU DO A BETTER JOB. GOOD LUCK!!